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ABSTRACT

This paper reports on past educational objectives of the old political regime in Ethiopia and new educational objectives of revolutionary Ethiopia. It is reported that these new objectives focus on education for production, scientific research, and socialist consciousness, and that all subjects are based on Marxism-Leninism. Curricular objectives for the subjects of agriculture, the social sciences, vocational training, physical education, English, science, and mathematics are discussed. Also discussed is the ultimate aim of the new regime: to make sure skills and attitudes obtained from education make students productive citizens whose productivity in turn contributes to enhancement of national aims. The paper notes that emphasis is placed on the interconnection between national aims, national educational aims, national objectives, and objectives for each subject in each grade in each unit. Examples are given of how to teach a mathematics and geography lesson from the Marxist-Leninist point of view. (JMK)

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No. 60

ABEBE ALARO ADAYE:

OPERATIONALIZATION OF NATIONAL OBJECTIVES OF ETHIOPIA INTO EDUCATIONAL OBJECTIVES

1982

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OPERATIONALIZATION OF NATIONAL OBJECTIVES OF ETHIOPIA INTO EDUCATIONAL OBJECTIVES.

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CHAPTER ONE

Statement of the problem

1. Introduction

Since the aim of this paper is to attempt and show a reduction of the normally broad and global national objectives of Ethiopia to more specific educational objectives, important points about objectives and contents of education in general will be discussed. Since objectives and contents are important parts of Curriculum, important points about Curriculum and syllabus will also be dealt with.

Foshar defined Curriculum as all the experiences a learner has under the guidance of the school. Others defined Curriculum as all goal directed educational activities that are generated by the school whether they take place in the institution or outside it. It encompasses all learning arrangements and situations along the dimensions of time and space.

The concept of life long education adds a new facet to curriculum in its emphasis on self-directed learning.

As learners develop the independence and autonomy required for taking over responsibility for guiding their own learning activities, they have to, implicitly or explicity , begin to define their own curriculum. The broader concept of curriculum, ranging from an individual curriculum, to that of the school, the community, the home, and some larger entity such as a nation of

national regin is as yet relatively not explored.[1]

When we compare this definitions with defenition of the socialist system we can observe dafferences. Under Socialism a curriculum is a compulsory state document. It is defined: The Curriculum with its subject syllabi is a state document of school policy expressing the main objectives of general education and all sided development of socialist personalities, of scientific training and ideological education.

The Curriculum is a scientific- pedagogic document reflecting the fundamental ideas of Marxist-Leninist psychology and the social role of education. the regularities of personality development, the character of general education, and the dialectic nature of teaching and learning. The Curriculum is the most important document of planning and preparing lessons by the teachers. It's compulsory character guarantees its realization in all schools and with it, the implementation of the set demands of socialist school policy and the educational objectives of socialist society.[2] syllabus- outline or summary of a course of studies; programme of school lesson.

Educational objectives are general statements of expected or desired outcomes of an educational programme. They are divided into two parts:

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1. Danniel Tanner, Laurel N. Tanner, Curriculum Development, (New Yourk; Macmillan Aubleshilins Co.Inc.; 1975), p.42-43.
2. Dr. Wegerich, Reading Matter on Didactics p.5-6.

1. Educational aims: These are the very broad aims of education, normally expressed at the national level. For example the aims of education in Ethiopia as expressed in the National democratic revolution.

   Educational aims only provide orientation to the main emphasis that should be put into education. They will establish the philosophy that will guide teaching in the schools (Marxism-Leninism in Ethiopia). They express the kind of values generally expected by society out of the product of the school.

2. Educational objectives: These are the rules specifying what knowledge skills, techniques, attitudes etc. that the learner in the school will have in order to achieve the broad educational aims that nation has come out with.

   At this stage the person in authority who is responsible for laying down what the school do, decides what the school will teach. These can be called school wide educational objectives. In Ethiopia the school wide educational objectives are designed by the Ministry of education. They are education for production, education for scientific research and education for socialist conciousness.

   A further level of education objective is at the individual subject level where the objectives are broken down into particular field of knowledges, attitudes and activities to achieve the expected general objectives. For example at the individual subject level, if it is political education, the child might be expected to see the relation between what he is learning in Marxist-Leninist political education in the school and what obtains outside in the society or its application in the society or its application in the real life of the society.

To have a very good educational objective in each level, there is a need for the people who are breaking down the main educational aims right down to specific objectives creating a consistent linkage between the two. If different people make the objective at various levels, there will be a breakdown in co-ordination. Particularly at the lower instructional level of making the objectives, they must be written in clear language and in terms which can be evaluated, i.e. in behavioural terms. In general well stated specific objectives will indicate action on the part of the learner i.e. will include an action verbs such as describe, explain, list compare, demonstrate. On the other hand poorly stated objectives will have verbs referring to mental states in the students. They will include verbs such a know, appreciate, understand etc.

Statements of specific instructional objectives must meet three requirements:-

1. Objectives should be worded in terms of the pupils.
2. Objectives should be worded in terms of observable or inferrable behaviour.
3. Objectives should refer to the specific contents to which the behaviour is to be applyed.

In relation to the consideration of the pupils, we know that, it is the pupil who will be tested for evaluation. Therefore, objectives should worded in terms of the pupils rather than in terms of the teacher.[3]

Objectives which are oriented towards what the teacher does may cause the teacher to assume that instruction is completed when a lacture or instruction has been presented. Thus, objectives have to be pupil-oriented. This does not mean that the teacher should be completly ignored.

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3. Advanced Curriculum Development: Theory and Practice, Handout Prepared by N.Mutunga, M.R.S.J.Omulando and Peter Sachsenmeier Advanced Curriculum Development: Theory and practice,p.23-31.

In connection to the reflection of observable behaviour, all specific instructional objectives should be stated in such a way, that they identify behaviour which can be seen in the student inferred from his reaction to his environment. For example, a specific instructional objective of history, may state "At the end of the lesson, the pupil will be able to demonstrate in chronological order about the development of the Ethiopian revolution.

In the case of indentification of specific contents instructional objectives should clearly speel out exact areas the behaviour observed in pupil, will apply to. For example, if a teachers is supposed to teach a class the topic on the theory of supplus value, in political education or in economics, and objective in this area could state "At the end the students should be able to apply their understanding of the concept of the theory of surplus value, correctly analysing under capitalist and socialist system. For the selection of a good content clearly stated objectives are very important. To select a very good content for an area of study one ought to start from the objectives in each area. He must think about the experience on activities a child would be put through, to achieve the stated objectives of a given area of study.
The activities may be written down at random as they come to the mind of the curriculum developer. It is possible that after doing this for every objective one may find a lot of experience repeated. At this stage, one will study the experience more closely and omit some, to adopt those activities that seem to offer a greater scope of opportunity for learning experience. However, looking at experience only is not enough. One should also consider the subject or content that can achieve the objectives; because some objectives will be achieved through new experiences or contents. These new contents might be new discovaries which are relevant to a given society.

In selecting learning experiences or contents one has to follow the following principles.

1. The learning experiences or contents should be those which give opportunity to practice the type of behaviour implied in the objective. The practice of learning experience reveals that people do not understand what they have learnt, unless they apply it in real life.

2. The learning experience has to be such that the student will obtain satisfaction from carrying on with the behaviour. In the learning experience the teacher ought to use his own observation from the practice. One has to bear in mind that if a learner is plunged into an activity that gives dissatisfaction, the objective is not achieved.

3. The selected experience should deal with relations which are within a range of the student experience. They have to be appropriate to his present atainment, interest and predisposition. In short they have to start from where the student is. One must choose learning experience which are within the level of developmental ability of the child.

Hida Taba addis some more three principles of selecting learning experiences or contents as follows:-

1. contents going into the curriculum should be:
   (a) valid;i.e. consistent with the current philosophy of learning theory.
   (b) significant: i.e. of fundamental importance to the learning of the person. In deciding what is fundamental, each subject must be exampined taking the core areas first.

2. The content should be chosen in such a way as to maintal some balance between the breadth and depth of the subject. The curriculum has to contain a bit of everything to achieve of content. To achieve depth, one would select the area which will sufficiently exercise the mid of the person to achieve the objectives of the programme. It

must be fundamental content of a given subject.

3. The content that is selected should be in tune with the socio cultural realies of time and nation. It must emphasize areas that will be useful and relevant to the society.

Selecting a good content only is not enough. It has to be organised properly. In organising learning experiences certain important criteria has to be taken into consideration. According to R.Tyler, there are three criteria for organization of learning experiences or contents.

1. Continuity
2. Sequencs
3. intergration

Continuity and sequences are similar and refer to maintaining interrelationship over time within the subjects taught. Continuity refers to a small linkage within a subject matter. Sequence refers to a process of progressive hardening (competary) of areas dealt with in a subject to suit advancing levels of achievement. Both refers to vertical interrelations within individual subject areas.

Integration refers to looking for relationship among the subjects taught. It deals with horizontal relationships. It ensures that there is mutual reinforcement among learning experiences or contents. With integration, there should be a commulative effect on the learner from the whole school curriculum concepts, skills, attitudes, values, morals and norms are also considered at the level of integration of related subjects.

The quality of content of education of revolutionary Ethiopia is determined by the actual socio-economic and political requirments of the country. It embrances and integrates intellectual, ideological vacational and Technical,aesthetic and physical areas of development.[3]

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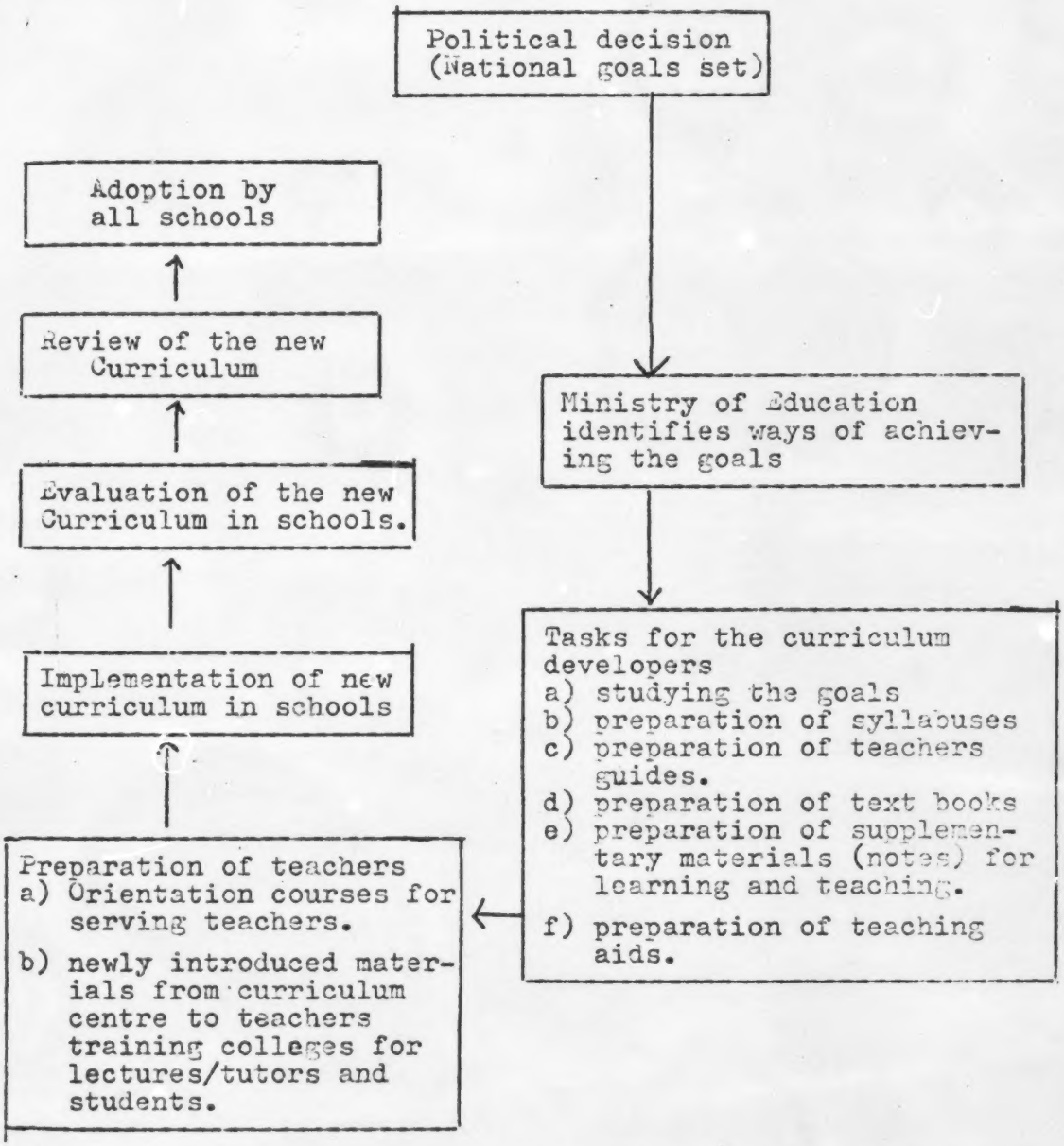
3. Planning Service, Ministry of Education Educational Objectives and directives (May ,1979,) p.9.

In almost all countries of the World national aims (goals) are determined by the leaders of Nations. The goals or aims are Political decisions. Once such decisions have been made the curriculum developers and other educators working under the direction of the ministry of education identify the part and process to be taken by the Ministry of education in achieving the national aims. Such action may involve slight modification on a total and complete renovation of existing curriculum. The diagram below shows how national goals(aims) are translated into curriculum and instructional objectives.


Political decision (National goals set)
Ministry of Education identifies ways of achieving the goals
Tasks for the curriculum developers
a) studying the goals
b) preparation of syllabuses
c) preparation of teachers guides.
d) preparation of text books
e) preparation of supplementary materials (notes) for learning and teaching.
f) preparation of teaching aids.
Preparation of teachers
a) Orientation courses for serving teachers.
b) newly introduced materials from curriculum centre to teachers training colleges for lectures/tutors and students.
Implementation of new curriculum in schools
Evaluation of the new Curriculum in schools.
Review of the new Curriculum
Adoption by all schools

4. African curriculum Organization, Basic Training Course in Systematic Curriculum Development Course Two, Introduction to method and process of Curriculum Development Unit 3. Nairobi,1981 p.1.

In this study an attempt will be made to point out the problem of translating normally broad and global National aims and objectives to more specific educational objectives to be implemented in the classroom. To study this problem the following justification is given.

The in puts and outcomes of the schools depend to a very large extent on the quality of work from curriculum development institutes.

For every country the aims of education are written out by the act of the supreme organ of the country. The country expects the schools to achieve the aims. It is the responsibility of curriculum developers to see that these aims are not lost sight of by the time they write guides for teachers, textbooks for each subject, and by the time a teacher engages in some interaction activities with the pupils in given instructional situations. The stated national aims and objectives must reach the learner and enable him to function in the school as well as out of school according to the needs of the country. Supporting this idea ARICH LEWY STATES:

> " In any educational system, whether it be formal or nonformal, decisions must be taken on what and how children will learn in the institutionalized education in which they take part. On the basis of these decisions, learning materials - textbooks, mimeographed materials, or whatever are produced as aids to the children's learning. Such decisions are bound by several constraints and their originators do not act in social vacum. In many countries general educational aims are formally stated by governmental or legslative acts; in countries where such formal acts do not exist, they are inplicit in the value system of the society and in its educational tradition. Those who determine the school Program have to act in accordance with these general aims.
>
> The general aims of education are of political significance. They are usually stated in broad terms so that they secure the concensus of the great majority of

> the society. They serve as the basis for making decisions on how school life should be organized and on what should be taught in school, but in themselves they do not constitute or directly determine the practical details of school life."[5]

A good analysis of any national aims reval that most of them can be achieved through the teaching of school subjects. However some of them cannot be 'thought' directly in a subject content. They can best learnt through immitation of action and behaviours of teachers and even of society. In spite of this curriculum developers must ensure that all the national aims of education directly or indirectly flow and cross across right through all materials written by them for school communities. Reaching to this stage only is not enough. It has to enable the students to be productive citizenes, so that they can contrubute their shares in fulfiling the national goals or aims.

As mentioned a broad national objective of education must be formulated from national aims of education. From broad national objectives of education, specific objectives of subject matter areas must be derived. This is very significant. However, if the situation is critically examined some crucial problems would emerge.

Broad Educational objectives are generally vague. Whether they are from statements by national leaders, presidental pronouncements, statements in national development plans or whether they are marely implicit in the value system of the society and its educational tradition, they are too general. For example, statements of objectives such as education for life, education for international consciousness, etc. are too general.

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5. ARIEH LEWY, HAND BOOK OF CURRICULUM Evaluation (Paris: UNESCO, 1977)PP.37-38.

Broad objectives such as the above are difficult to specify, because they are interpreted differently. They do not explicitly state the time required for attainment. They are stated in diplomatic language so as to secure the concensus of the majority of society. They are not indicative of the level of the educational system within which they are to be attained.

Particularly to the curriculum developer, the translation of broad educational objective to specific instructional objective posses a great deal of problems. These problems are relevant to curriculum development. Some of the are:

1. Conflicting didactic philosophies of political powers such as facism, military dictatorship place curriculum development in a dilemma. For example Idi Amin mentained that no slave trade opreated in Africa. His statement is not true. In such a case, how can the curriculum developer cope with the situation which is far from the truth.

2. Politicians or other agent who are responsible for the pronouncement of educational objectives often do not have the time or pedagogical knowledge for stating educational objectives clearly. Therefore, it becomes the responsibility of the curriculum developer to sift through the national philosophy and the political, economic and social demands of the country in order to come out with clear practical objectives useful to the important educational practitioners such as teachers. This requires the curriculum developer to be alert, conscious and up to date with current trends and events. He must be competent. He must be well grounded in the principles and actualities of the learning process, of educational psychology so as to be able to narrow down the curriculum objectives to the observable behaviour of the learner. Observable behaviour of the learner is a consequence of the objectives. It has to be measurable and attainable in a given time. It must be expressed to include the constraints and levels of performance.

3. Some-times the mechanism of the whole educational system may be so unco-ordinated that the curriculum developer finds it difficult to compromise differences in interest or ideology of various heads of departments or policy translators. For example any top educational officer specially in nonsocialist countries, where curriculum is not complsury state document may give directives on the basis of his interpretation of a general objectives of education in conflict with the view of curriculum developers or designers.

It is impossible, as everyone realises to attempt a curriculum reform without formulating objectives. Unifortunately not everyone understands what a very long and complex operation this entails. Different sections of the community particularily in non-socialist countries, namely the politicians and the educationalist have very different views of education and of the children. Consequently, the curriculum planner or developer is faced with the necessity, if not of reconciling those views, at any rate of trying to bring them close together in order to arrive at a satisfactory solution.

Concerning the responsibilities of Curriculum developers Aurieh Lewy explains as follows:

> "In most countries groups of people operate in curriculum centers, curriculum units, or curriculum projects. These people are responsible for translating the general educational goals of the system into specific curriculum objectives of what should be taught, and for the production of the materials for learning.....
>
> Curriculum developers have to make decisions concerning the organization of the educational program in school. Relying partly on the implications of the general educational aims and partly on systematic data they generaly collect, they have to answer questions such as the following.
>
> Which subjects should be taught in schools and what should the balance(in terms of time)among subjects be? How often should the balance be reviewed?

What should be the length of the school year in which these subjects should be learned? Should the length of the school year very from one level of education to another? At what age should different subjects begin to be learned? should social studies be an integrated subject or should history, geography, and civic education be taught separately; or should the subjects that make up social studies be integrated for certain levels of education and sepatate for others? The same question can be asked about science (earth science, biology, chemistry, physics) and mother tangue (grammar, essay writting , reading comprehension, literature).

There are many sources of learning apart from the school: the home, the mass media, the employments situation, the church, youth movements, the military and so on. Which educational objectives are best learned in school and which in other settings? In other words, those responsible for determining what should be learned must always question the role of the school in the total learning process.

Individuals within a society differ, but certain areas of learning are common to all children. Are there differences in the needs of rural and urban children? should learning be different for these two groups of children (bearing in mind the apparently inevitable flow of children from rural to urban life)? If different, how different should it be? Indeed, should the objectives be different for boys than for girls".[6]

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6. Ibid P.40-41.

The Curriculum developers must answer all the above questions in preparing learning and teaching materials. They have to investigate the above things from different points of view. This will help them to carry out their functions effectively and efficiently.

In relation to Ethiopia, the most important functions of curriculum developers are writing various kinds of instructional materials, constructing prototype equipment, producing audio-visual aids, collecting relevant educational materials and insuring implementation of completed educational materials and process.[7]

As stated previously, objectives have to be framed at various levels. There must be national objectives closely linked with political, economic, and philosophical views of the country. With in this framework objectives must be worked out for each subject in the curriculum. How closely these levels should be linked is not always easy..It is common for instance to discover that the objectives framed by subject experts, imported or trained in a capitalist and highly individualist educational tradition, bring practically different philosophies from those pronounced by one-party states and socialist orinented states, with their priotities set , perhaps, by the need for national unification, rural reconstruction etc.[8]
The philosophy of each state will affect the choice of syllabus, language of instruction, all ocation of the available resources to achieve the established objectives in the curriculum. An examination of most curriculum documents of one-party states

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7. Curriculum and Supervision Department, Ministry of Education. "Curriculum change and development in Ethiopian after the 1974 Revolutionary vphaval", (Addis Ababa, 1981. p.10).
8. H.W.R. Hawes, Fundamentals of Educational, Educational Planning, Planning the Primary School. Curriculum in Developing countries: (Paris, UNESCO, International Institute for Educational Planning, 1972). p.27-78.

and socialist oriented states of Africa reveals some common trends towards the restructing of the entire education system. Traditional educational systems inherited from the colonial government and Feudo-capitalist governments like that of pre-revolutionary Ethiopia, are being challenged and even discarded.

The following statement reveals how they were challenged, "It is explicitly stated by the Ethiopian government that one of the objectives of elementary education is to foster in children the traditional values of loyalty, unity and devotion to the emperor and the country. Loyality , no doubt is an important trait of good citizenship. However , contrary to the general belief, loyality does not mean sheer blind obedience and acceptance of the institutions and individuals in authority. A person is loyal to his country if he is always ready to apply his skill and talent to improve it, if he is ever prepared to struggle against those who because of vested interest or other selfish motive wish to perpetuate corruption in the country, what ever the consequence that his action might have on himself."[9] Another challenge in relation to coloneal system states that, When one examines curriculam in Africa, one finds that most African school Curriculum is mostly remnant of the colonial past. Africans have even been accused by some Western schoolars that the African University is in Africa but not of Africa.[10]

Their new emphasis now a day is on the teaching of skills and training for production and self-reliance. Therefore, schools are expected to produce curriculum with emphasis in practical subjects than bookish knowledge alone. The bookish knowledge which is aimed at creating only elitism is strongly discorded now a days.[11]

In spite of the existance of so many problems in the setting of National objectives and their translation into instructional objectives or specific objective and operationalization of these objectives at various levels of education, the materializing of these are very important, if a country

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9. Ministry of Education and Fine Art, Education Challenge to the Nation, Report of the education section review, Draft Revised Edition, part C. Technical paper, 1972, 1973,p.131.
10. Dr, S.N. rautunga, Mr,J.J. Omulando and peter [illegible].
11. Plitical Frame Work of Educational Development. (Handout given in the resedential course of AED)p.15-16.

wants to have a sound educational system.

Not only this, after the national aims or goals have been determined a curriculum developer ought to study the national goals, identify ways of achieving national goals, prepare syllabuses, text books, teachers guids and aid, prepare supplementary materials for teaching and learning, organize conferences workshops and make sure all schools adopt new curriculum.

As mentioned previously it becomes the responsibility of the curriculum developer to sift through the philosophy, and the political, economic and social elements of the country in order to come out with clear practical objectives. Revolutionary Ethiopia is following Marxism-Leninism. This philosophs is a basis for the formation of our educational objectives. This means our objectives have class character. As Lenin mentioned there can be no education which serve society as a whole and stand above politics. Education divorced from life and politics is lies.

> He states" the more cultured the bourgeois state, the more subtly it lied when declaring that schools could stand above politics and serve society as a whole.
>
> In fact the schools were turned into nothing but an instrument of the class rule of the bourgeoisie. They were throughly imbued with the bourgeois caste spirit. Their purpose was to supply the capitalists with obedient lackeys and able workers. The war has shown that the marvels of modern technology are being used as a means of exterminating millions of workers and creating fabulous profits for the capitalists who are making fortunes out of the war. The war has been internally undermined, for we have exposed their lies by countering them with the truth. We say that our work in the sphere of education is part of the struggle for over throwing the bourgeoisie. We publicly declare that education divorced from life and politics is lies and hypocrisy. What was the meaning of the sabotage resorted to by the best educated representatives of

> the old bourgeois culture? This sabotage showed better than any agitator, better than all our speeches than thousands of pamphlets that these people regard learning as their monopoly and have turned it into an instrument of their rule over the so-called common people. They used their education to frustrate the work of socialist construction, and came out openly against the working people."[12]

Taking this into consideration, revolutionary Ethiopia formulated her national objectives of education deriving them from national aims and has been trying to translate these educational objectives into observable skills and attitudes at various levels and subject areas.

2. Educational Objectives of the old regime

The main objectives of education of the old regime was to intensify exploitation of man by man. The discredited feudo-bourgeois regime used the education system for the benefit of the reactionary classes and as a tool of oppression for the exploitation of others. The result was that, after many years of the operation of this so-called education system 93% of the population remained illiterate. Only 18% of the primary age children enrolled in school and barely 6% of the secondary and 0.2% of University level students could be admitted to continue their education. The content of the education system was highly academically oriented and as a result, there was littleattempt to train productive citizens.

Infact the system encouraged the development of wrong attitudes so that the students despised the traditional handicraft, traditional ways of economic production, and above all productive culture. It provided a mechanism for active transmission of feudalist and imperialist culture, attitudes and mannerism. The youths who passed through the education system of the old regime adapted and favoured

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12. Lenin, On public Education, (Moscow Progress publishers, 1975),p.35-36.

subjective rather than objective attitudes, individualism and anarchism rather than collectiveness and descipline.

The teaching and learning method was very poor. The spirit of inquiry and research was discouraged. creativity, and the feeling of self-reliance, hardwork etc were not motivated.

The evaluation system reflected this state of affairs. They encouraged memorization and rote learning. The lower aspects of cognitive domain were considered as points of high importance. Reproduction of facts without comprehension was allowed. The education offered to the students did not test ability, not incentive for the ability to apply knowledge to analyse facts and situation critically. Evaluation was in fact only a means for the so-called selection of the few who were to serve the interest of the old regime, particularly participating in its various organizational activities , which demanded white colour work.

The following statement is good proaf of this conclusion. The school of the old system strove to supply qualified office workers to all who sought of them.[13]

It was not designed for a valid and reliable evaluation of the system. The national examination at the 6th, 8th and 12th grades did not reflect the actual educational situation and the occupational interests of the students that were coming out of the system. They were examination centered. The curriculum of student was therefore merely a guide as to the desirable content of classroom teaching, leading ultimately to the requirements of the Secondary School Leaving Certificate Examination and the General certificate Examination of the University of London.[14]

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13. Imperial Ethiopian Government Ministry of Education and Fine arts, "Bulletin on the ocation of his Imperial majesty, emperor Haile Sellasies dedication of the new commercial School & college building " on my 15th 1975 (E.C) p.10.

14. Imperial Ethiopian Government Ministry of Education and Fine Arts, Secondary School Curriculum , 1974 Ethiopian calander, p.5-7.

Moreover, no proper guidance was given to students who were abandoned by the system. As a result of this, a firm foundation for the rapid growth of unemployment and deliquency among the youth was being laid. The curricula, textbook, teaching guides and other instractional materials only reflected the interest of the old regime.[15] This was the educational situation of Ethiopia before the erruption of the 1974 revolution.

3. Educational objectives of Revolutionary Ethiopia.

The education system of the old regime must be replaced immediately if the new order of socialism was to be implemented.

This, indeed was the action taken in September, 1974, by which 300 teachers, University Professionals, agricultural, technical, vocational , home economics, curriculum development experts and educational administrators were recruited for the change of the old regime's curriculum. Concurrently officials of the Ministry of Education formed a committee to study educational objectives and directives. In addition to this, the need for politicizatien of teachers as a whole and the participants in curriculum development was strongly felt. The arrangements for conducting seminars were made. Here it is important to point out that during any revolution, there are supporters of the revolution, and counter-revolutionaries as well. The reactionary force came out against the reform. They did their best to hamper its progress. However, the progressive formes were victorious and the reform of the educational system for the new socialist Ethiopia continued. This is to say that the new Ethiopia is now at the threshold of bringing about a leap in education which is one of the most important agents of development.[16]

In Ethiopia government policy framwork under which the education system is now developing is contained in the programmes of the National Democratic Revolution. This is the comprehensive guidelline to Government action. The aim of the programme is -

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15. Educational challenge to the Nation p.123-133.
16. Provisional Military government of socialist Ethiopia. Educational objectives and directives, planning service, May 1979,p.1-5.

1. To completely abolish feudalism, Emperialism and bureaucratic capitalism from Ethiopia and with United effort of all antifeudal and imperialist force build a new Ethiopia and lay a strong foundation for the transition to socialism.

2. Towards this and under the leadership of the working class and on the basis of the worker-peasant alliance and in colleboration with petty bourgeoisie and other, anti-feudal and anti-imperialist force, establish a people's democratic republic in which the freedom, equality, unity and prosperity of the Ethiopian peoples is ensured, in which self-government of different levels is exercised and which allows for unconditional exercise of human and democratic rights.[17] This programme referring to education states: there will be an educational programme that will aim at intensifing the struggle against Feudalism, imperialism and bureaucratic capitalism. All necessary measures to eliminate illiteracy will be undertaken; all necessary encouragement will be given for development of Science, Technilogy, the Arts and literature. All the necessary efforts will be made to free the deversified culture of Ethiopia from imperialist cultural domination and from their own reactionary characteristics.

Opportunity will be provided to allow them to develope advance and grow with aid of modern means of resources.[18]

Another paragraph, which has important implication for the nature of education policy states:

"The right of self-determination of all nationalities will be recognised and fully respected. No nationality will dominate another one since the history, culture, language and religious of each nationality will have equal recognition in accordance with the spirit of socialism.[19]

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17. Programme of the National Democratic Revolution of Ethiopia Addis Ababa , April,1976.p.9.
18. Ministry of Education planning Service, Notes on the Educational system in Ethiopia, Addis Ababa, February 1981,p.13.
19. Ibid.

As clearly indicated in the programme of the National Democratic Revolution, a movement for economic and social change has been intiated and education is required to be the instrument for promoting these changes, by providing the necessary manpower and skills for building socialism step by step.[20]

Deciding aims and objectives of education is extremely important. Describing this importance Mager says "If you are not sure where you are going , you are liable to end up someplace else-and not even know it.[21] Therefore, in order to be sure where we are going in Ethiopia we have based our educational objectives on over-all national goals or aims of the country and formulated the educational objectives within that fram work.

To meet the general educational aims and objectives, specific behavioral objectives which are linked with the general aims and objectives of education, have to be formulated. From these specific objectives and content the educational programme must be founded, containing the following characteristics.[22]

1. A proper motivation and conviction of the value of knowledge for socialist development (the atitudinal aspect).
2. A very good foundation of knowledge and understanding stretching from the aquisition of factural information through analysis and synthesis to evaluation and application (the cognitive aspect)
3. Well developed practical skills in the application of knowledge (the psychomotor aspect)

National objectives of Education of Revolutionary Ethiopia are based in the objective realities and natural resources of the country. They are linked to the political, economic and social aims. They demand higher level of political development and productivity aiming at a higher

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20. Curriculum change and Development in Ethiopia after the 1974 Revolutionary approval, Ministry of Education, Curriculum and Supervision Department, Addis Ababa,1981, p.3.10.
21. R.F. Mager preparing Instructional Objectives (Fearon P. publishes ,palo Alto California. 1962)p.7.
22. Curriculum change and development in Ethiopia after the 1974 Revolutionary up heaval, Curriculum and supervision Department, Ministry of Education, Addis Ababa February, 1981.p.4.

standard of living under the new socialist society of Ethiopia. The broad educational objectives are formulated from national aims of eduation.

The broad objectives of education system of revolutionary Ethiopia are based in the principle of Marxism-Leninism. They seek the highest physical, cultural moral and intellectual development of the masses of Ethiopia and their children. They also require that science and technology progressive culture, aesthetic and basic knowledge are integrated in a process which unite learning and productive labour. The desired out-come of productive society of Ethiopia built upon the socialist attitudes, and fully prepared for the building of socialist society which is free of exploitation of man by man. The development of creative, scientific and technical abilities is emphasized so that the masses can play a positive and productive role in production and in construction of socialism. Therefore, the new educational objectives of socialist Ethiopia focus on:

1. Education for production (the psychomotor domain).
2. Education for scientific research (the cognitive domain).
3. Education for socialist consciousness (the affective domain).

The new Ethiopian will not be allowed to be emboded with narrow academic education. Nor will he be simply become a producer. Educating within the system will be such that academic learning is united to practical experience and related to social and organizational learning providing all Ethiopian with the resources for an all-rounded socialist personality.

They will not be living on the products of others, nor will they be dependent on the other people for their livelihood. They will neither be exploiters, nor be exploted. They will be human beings who will not base their existance on the acquisition of individual wealth by exploitation of man, but who will promote the growth of common wealth of Ethiopia (cognitive domain). They will govern their lives according to the principle of truth and honesty, comradely attitude and understanding of the human right (affactive domain). They will be capable of taking responsibility.

They will be able to participate actively in the building of the socialist society of Ethiopia applying their theoretical knowledge into practice (psychomotor domain).

They will get a uniform education, all-side education, ideologically oriented education, Poly technically oriented education and fundomental education.

Uniform education means equal education for all children, boys as well as girls. Uniform in all schools of a country according to uniform curricula.
All-sided education means the orientation towards the universal development of socialist personality.
Ideologically oriented education means the unity of scientific instruction and political education on the basis of scientific socialism. Polytechnically oriented education means the polytechnical penetration of all subjects for the purpose of connecting theory and practice.

Fundamental education means that the school education must be the basis for any further training and education and for independent life-long education.

These socialist humanistic characteristics will grow through educational experience appropriate to the inculcation of socialist political consciousness. The three major educational objectives being dialectically interrelated are the cornerstone of our educational system.

To illustrate briefly how Curriculum Development process has been carried out in Revolutionary Ethiopia the following diagram is presented.[23]

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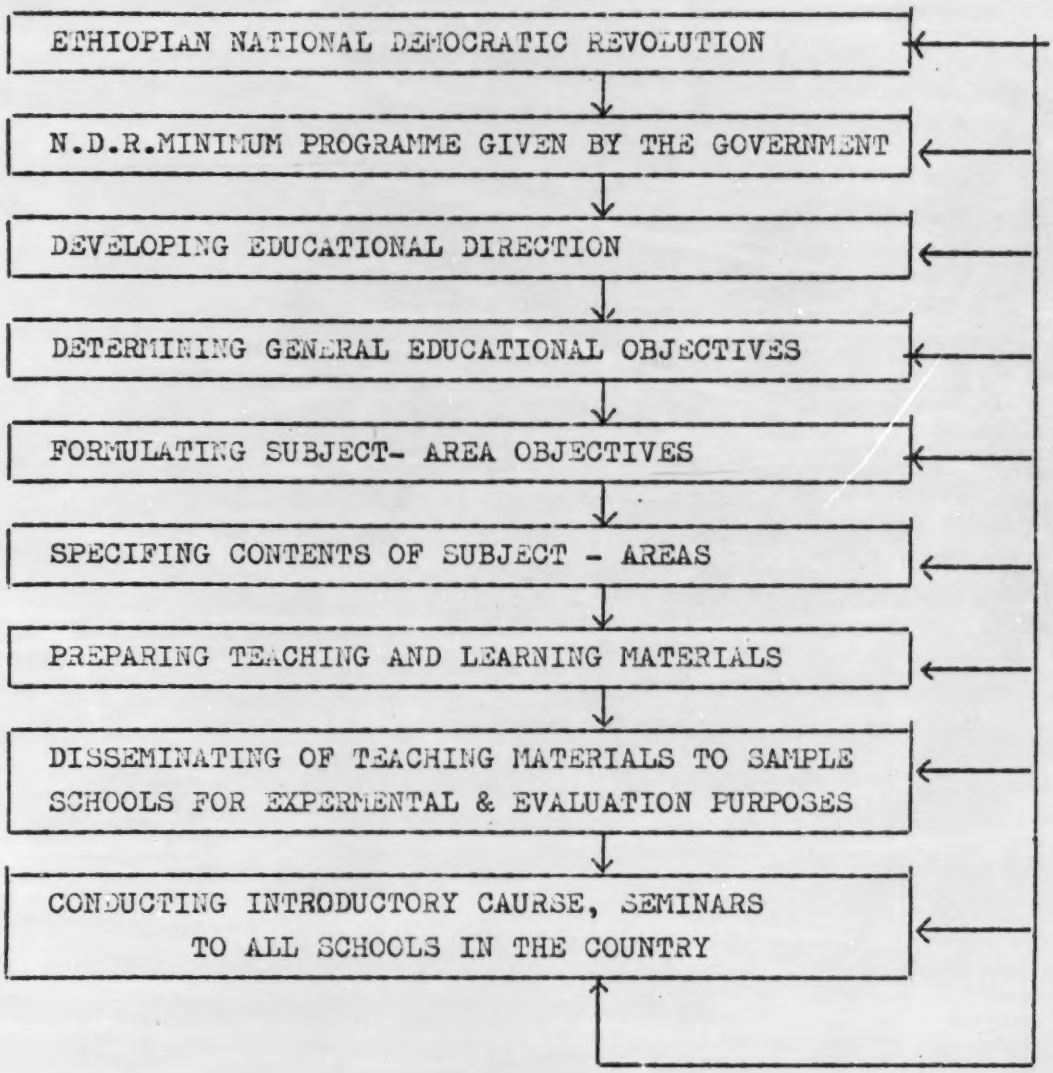
23. Curriculum change and Development in Ethiopia after 1974 Revolutionary up heaval, page 17.

CURRICULUM DEVELOPMENT PROCESS


ETHIOPIAN NATIONAL DEMOCRATIC REVOLUTION
N.D.R.MINIMUM PROGRAMME GIVEN BY THE GOVERNMENT
DEVELOPING EDUCATIONAL DIRECTION
DETERMINING GENERAL EDUCATIONAL OBJECTIVES
FORMULATING SUBJECT- AREA OBJECTIVES
SPECIFING CONTENTS OF SUBJECT - AREAS
PREPARING TEACHING AND LEARNING MATERIALS
DISSEMINATING OF TEACHING MATERIALS TO SAMPLE SCHOOLS FOR EXPERMENTAL & EVALUATION PURPOSES
CONDUCTING INTRODUCTORY CAURSE, SEMINARS TO ALL SCHOOLS IN THE COUNTRY

4. CURRICULAR SUBJECT OBJECTIVES

Whether the operationalization of the National Objectives of Ethiopia into specific instructional objectives is carried on properly or not, let as look the following specific objectives of some selected panels. From the existing fifteen panels for the porpuse of representation the panel of Agriculture, Vocational training commerce and Economic, Social science, physical education and sport, English, Science and mathematics are selected. They are written as they are formulated in each syllabus of each subject.

Agricultural Education:

As a result of the revolution a radical change in the education system was called for:

(a) to correct past inbalance and injustices as
- urban few favoured against rural many;
- boys and men favoured against girls and women;
- academic favoured against vocational and technical student;

(b) to bring about a positive change of attitude towards work and the working people.

(c) to create productive citizens at all levels rather than a few elite living off the labour of the many.

Objectives

The general objectives of agricultural education both in Primary and secondary schools are to:

1. bring about a healthy change of attitude towards work in general and agriculture in particular.
2. Make the students aware of the fact that agriculture is the backbone of the country's economic development.
3. enable the students to develop the ability to observe and study critically their environment.
4. enable the students to carry out experiments and research in and outside class so as to test the validity of knowledge gained through discussion, reading etc.
5. Poster the attitude to look at agriculture- related problems critically and come up with scientific solution.
6. enable the students to appreciate the contributions of research towards the progress of agriculture; develop interest in the use of research result; and help develop their ability to continue experimentation and research in line with their mental, physical and educational level.
7. develop their consciousness towards the need for conservation of the national heritage of natural

resources and enable them to act positively.

8. enable them to attain enough theoretical and practical knowledge in the various branches of agriculture so that they make sound choice of field of specialization later on and also that they can pursue their studies through continuing education facilities, while they are working.

9. Develop conviction of the role of agriculutural cooperations in building a socialist society.

10. Ultimately to make them ready to join the world of work as productive members qualified in one of three areas of specialisation, that is :

(a) Plant science (b) livestock production and(c) Agro Machanics

VOCATIONAL TRAINING COMMERCE AND ECONOMIC STREAM

The educational goal of Ethiopia, regarding its totality, is to produce socially conscious and all-rounded productive citizenes. To accomplish this noble task the curricula and syllabi for every discipline must be carefully constructed and implemented. It is with this in mind that this present syllabus has been proposed (Commerce and Economics syllabus grade 9-12) Right from the outset, special emphasis has been given to the development of skills and competencies.

The aim of training young students in commercial training is to provide them with the necessary knowledge, skills and competencies so that they are able to consciously and efficiently provide services to the various economic and commercial sectors of the country. This is all the more necessary because the training of semi-professional in the accounting and secretarial fields is of paramount importance to our socialist reconstruction.

The teaching of commercial and economic subject, therefore, like any other vocational and disciplinary subjects aims at achieving the broad educational objectives and as such it has to be able to fulfil the following objectives.

Objectives:

Within the defined policies of socialist Ethiopia:

1. To impart to a student all necessary tools of economics and business analysis.
2. To enable the student to interpret the day-to-day changes of the national and international social, political and economic events.
3. To enable the student to interpret most of the government measures and/or policies in economic and business terms and their implications.
4. To equip the learner with basic accounting and secretarial skills.
5. To prepare the student in understanding the socialist economic development.
6. To prepare an all-round socialist personality who is productive, and who can actively participate in the country's development and help to perfect the socialist relation of production.
7. To lay the foundation for further training and / or higher learning.
8. To enable the student to relate theory to practice.

Social Sciences Panel

Objectives of Teaching Geography

The teaching of geography in the Ethiopian school system has been introduced since along time now-suffice it to say that geography has been and continues to be one of the most popular subjects. Yet its objectives contents and the way the subject was structured during the old educational system was not only traditional but could not also serve the new progressive educational system. Therefore completely new

orientation and approach towards entering behaviors and developing subject and contents that reflect the social political and economic principles of the transition period as stipulated in the N.D.R. has been followed.

Teaching geography in Ethiopian schools has been recognized as contributing to the development of an all rounded harmonious personality in the learner. Geography as a bridge between the social and natural sciences enables the learner to clearly understand and appreciate the unity between his physical and social environment. Although the specific objective of geography for the different educational structures differ, it is possible to generalize the main objectives of the teaching of geography in our schools. Thus the general aims can be summarised as:

(a) Imparting knowledge on the learner about social, political , economic and natural conditions of the world.

(b) Enabling the student acquire geographical skills useful for practical life activities.

(c) Developing on the student the conviction that man has the ability to modify and use nature for the betterment of himself and the conviction that there is a need to protect and conserve nature for common good.

(d) Enabling students to actively participate in the socio-economic transformation of their country by providing both with theoritical and practical knowledge and skills.

(e) Developing on students positive attitude and respect for other peoples' culture and tradition.

(f) Developing on student self-esteem and the ability to work independently and creatively.

The objectives of history instruction in the Ethiopian School

History is a branch of knowledge which help "to know the past understand the present and forces the future". Marxs and Engls have scientifically proved that society proceeds from lower to higher stages through class contradiction and class struggle.

History instruction in the Ethiopian Schools also follows this materialist approach. It has the duty to convince students on the regularities of social development in general and the on-going revolutionary changes in Ethiopia, Africa and the World in particular.

During the pre-revolutionary period history instruction in the Ethiopia schools was not systematically and scientifically organized. The aims, content and structure of the subject did not correspond to the needs and development level of the students. For example, the contents of history instruction un-necessarly included nearly all events of the whole history of the world without taking into consideration the general principles. The convictions to be achieved were geared to the un-scientific stand point, that individuals were the only makers of history rather than the broad masses. In general the subject served the interest of the feudal land lords and capitalists.

These lines of history instruction have changed since the outbreak of the Ethiopian popular revolution in 1974. Various measures have since been taken in order to bring history instruction in line with the demands of the revolution. The first step was to replace the old teaching materials which were inherited from the feudo-bourgeois regime by the transistional materials, The second was the drafting of a new curriculum and teaching materials on the basis of the Ethiopian national Democratic Revolution Programme and the new educational directives.

History instruction in the Ethiopian schools has the following main objectives.

1. To identify the regularities of social development from the primitive communal society to the socialist mode of production.
2. To draw historical lessons and conclusions for the present and future struggle of social progress in Ethiopia, African and the world.
3. To clarify the historical background of the strategy and the tactics of the revolutionary forces in Ethiopia and to prove their implementation during the on-going class struggle.
4. To enable students to understand, preserve and cultivate the humanistic, progressive and revolutionary tradition of the Ethiopian peoples as well as that of Africa and the world.

Objective of political education

"The revolution can advance for word only if the popular masses made Politically conscious"...it is said in the "programme of the National Democratic Revolution of Ethiopia." From this important statement the tasks of the schools in general and of "Political education" in particular have to be derived. We have to meet the demand of the revolution which is the process of the conscious formation of economic, political, ideological and cultural relations. The school plays an important role in this process, especially in educating socialist personalities. Therefore , the objective of political education is to guide the students towards:

- a deep understanding of the social relations all over the world and how they are reflected in their real form in socialist Ethiopia without any illusions;
- a deep understanding of the strategy and tactics of the revolutionary forces of Ethiopia directed towards achieving of the aims of the transitional period;
- realizing the social development process as a dynamic process;

- acting in the sence of the policy of the Ethiopian government and the social progress at all level;
- recognising and understanding the nature and the driving forces behind the phenomena of the social life having a profound Marxist-Leninist political knowledge and to apply it to the concrete conditions of the Ethiopian revolution and the on-going World-Revolutionary process;
- love in productive labour, and to develop a spirit of the common life and think and act as Ethiopian Patriote and protetarian internationalist.
- Fulfilling socialist and communist ideas.

Physical education and sport programme

The Ministry of education, like other ministerial organizations, has the physical education section which is in particular, is concerened in running physical education programme in all Ethiopian schools.

Being placed under the curriculum and supervision Division of the Ministry after the revolution, this section has played a great role in reorganizing physical education in line with the principles of socialism, and the development of physical education and sports activities has been taken as an integral part of the N.D.R. programme.

Specific objective

1. For the enhancement of national production in the process of the development of labour.
2. For defence of the motherland in the spirit of International proletarianism.
3. For general health
4. For comradeship and cooperation
5. For intensification of class struggle.

English Panel

In Revolutionary Ethiopia today, the professional teacher of English must be fully aware of the facts that Ethiopian students learning English as a second language should use the language primarily as a tool for understanding the basic Marxist concepts of class-struggle so that they can participate actively in the genuine revolutionary struggle of the Ethiopian masses to seize working class power. Further more, the kind of education they received should eventually enable them to engage themselves fully and effectively in the material production process of the Ethiopian society upon which are built the cultural, political, aesthetics and spritual values of the Ethiopian oppressed masses. Not only that, the content expressed in the English textbook should contribute a great deal to the development of scientific prearch and investigation that can in turn enhance the development of the productive forces in order that the Ethiopian masses are capable not only of mastering and regulating the forces of nature but also of exploiting the natural resources wisely for the full satisfaction of their material, cultural, psychological and spritual needs.

It is, therefore , on the basis of these three specific objectives of Ethiopian education, enacted from the philosophy of Marxism-Leninism, that a modest attempt has been made to make this intial draft of the English Curriculum designed to serve for senior secondary English Education grades 9 to 12.

To prepare reading material for our pupils , one does not have to go abroad for higher Education, nor waste his/her time in idle tasks and wishful thinking. The raw material is just before our eyes. All things and phenomenon that objectively exist that is to say, the political, the economic , the social and cultural activities of our society in general and of our community in particular are before us. In short, the physical and the social environments are the basis for seleding or preparing reading materials for our pupils.

Nevertheless, the ability to look for the source of the reading material may not be as difficult as the ability to interpret and understand them. Our outlook, therefore, should be progressive, our degree of perception high and sharp and our language comand fairly good.

The panel in selecting and grading in terms of content and form took into consederations the following point

1. Does the content offend the basid interests of working class and the peasantry?
2. Is it directly related to the experiences of the oppressed Ethiopian pupils?
3. Does it capiture the interest, emaginations, aspirations of the oppressed peoples of the developing countries.
4. Does it belittle the dignity of labour?
5. Is it purely entertaining or whole educative or both?
6. Does it viloate the basic principles of scientific socialism.
7. Does it discourage science and technology?
8. Does it hinder the development and progress of the revolution? and so on.

We then believe obviously that the material needs to be re-selected and re-graded to make it more suitable both in content and form for each grade.

Science

Prior to 1963 textbooks for science and mathematics courses in both primary and secondary school levels of Ethiopia were mostly purchased from Unite Kingdom.

The first attempt to write textbooks was made in 1963. For grades 1 to 6 for both subjects the textbooks were written in the official language of Ethiopia - Amharic. Although written in Amharic mathematics and science books were not appropriate for Ethiopia schools both in terms of instructional objectives and contents. They were word for word translation of textbooks for school in United States. They had obvious draw backs in that they do not relate to needs and experiences

of Ethiopian students objectives of the educational and developmental tasks of the nation or any needs of the Ethiopian society.

Therefore, continuous efforts have been made to cope with our tasks which included not only working on the routines of development of curriculum guides and instructional materials but also conducting orientation workshops for teachers.

Finally, we would like to make our positions clear on certain views. Some educators think few topics on science and mathematics would suffice for under-developed countries. Our position is that a weak curriculum would have a repercussion in all aspects of the social, political and economical aspect of the country.
Another position is that we don't teach science and mathematics for their own sake. We cannot afford such a luxury. Our effort is to equip students with knowledge and skills and capabilities that would be of use in and out of School.

After so much effort, we are able to produce numerous materials but we have a great task waiting. Our effort is to meet the pre-requisits out-lined in N.D.R. Programme:• to improve the standard of living of the Ethiopian masses, to bring about the development of national economy, to lay material bases for the development of higher culture. To this and we are working and will be working.

The Science Panel formulated the objectives of biology, chemistry and physics in the same way. Therefore, the objectives of biology is picked up and presented below.

OBJECTIVE OF THE SUBJECT BIOLOGY

1. General remarks

Education is directed to the achievement of universally and harmoniously developed personalities. As a natural science subject the Biology instructions in particular have to contribute to the intellectual, ideological and polytechnical education and have to support the development of a scientific world outlook as well as the morale, ethic and aesthetic education of the students. In the Biology instruction such convictions and characteristics of the

personality have to be formed as being disciplined while learning and working, being interested and always prepared to participate actively in the development of society, being socialist patriots and proletarian internationalists. Basic educational objectives of biology are to make the students acquainted with:-

- the basic principles and regularities of living nature
- the part of the objective reality existing outside and independent of human consciousness, which consists of organisms (man,animals, plants, bacteria) and their interrelationship.
- the content , that the living nature is a necessary condition for the existance of man; that the society can use it under socialist conditions of production for the benefit of all, design it usefully and at the same time obtaining a deeper knowledge of it so that agriculture, forestry, conservation of natural resources become most effective.

2. <u>The knowledge to be achieved</u>

a) The basic knowledge of Biology are fundamentals of structures, processes and relationships of living nature. This knowledge is imparted as terms, statements, regularities and theories using numerous examples of living nature.

It has to be understood, that the imparting of knowledge and of general concepts is only possible on the basis of imparting knowledge of single facts. But single facts can not be the only objectives of biology teaching.

Main objectives of the subject are the understanding of general conceptions of life. These regularities reflect the objective reality and facilitate the understanding of the essence of life.

Since the living nature is an integral part of the whole nature the different forms of motion of matter have to be considered.

As the basic processes of life separate the living nature from the non-living nature the characteristics of life have to be made clear to the students.

3. Capabilities to be developed

Capabilities are closely connected characteristics of personality which make purposeful and planful action possible. Particular capabilities are comprised of components of knowledge, abilities , skills and habits. An important characteristic of the capability is the ability to apply methods and techniques in a right way.

4. The development of consciousness and modes of behaviour

It is understood, that consciousness and modes of behaviour include attitudes, convictions and positive qualities of character. Education imparts to the students not only specialized knowledge and capabilities but also attitudes, convictions and positive qualities of character. They unity of scientific approach, education and partisanship for social progress has to be a feature of all Biology instructions and should prepare for a correct conception of the world.

- a scientific world outlook

The students have to develop the convictions:-

- that the philosophy of Marxism-Leninism is a necessity for preception , cognition and achieving concepts of the scientific truth of regularities and the development of living nature.

As an example the following knowledge should be used for this:-

- . the material basis of all biological structures and processes, the similarity in the composition of organisms, their metabolism.
- . the continuing development of organisms.
- . methods and techniques by which new biological knowledge is gained which is proved to be correct by social practise.
- that , depending on the conditions of production, the biological knowledge could be used in different ways. The students should recognise the relationship between society and nature under socialist conditions of production and the differences under capitalist or feudal conditions of production.

- that everybody at every place is not an ideologically indifferent professional worker, but should take clear stand for social progress.

The students have to develop good human relationships and qualities like:-

- love of truth,
- mutual consideration,
- feeling for what is beautiful and good,
- intolerance of everything beneath the dignity of man,
- take side for socialist humanity and morale.

In Biology instructions students should understand, that aesthetic education is not only connected with arts but a part of an overall preparation for life. They should:-

- be able and prepared to live in a cultured way.
- develop aesthetic taste on objects of the living nature (plants, animals landscape, weather etc) and use those objects (e.g. plants) in creating an aesthetic atmosphere in school and at home.
- realise the aesthetic design of the landscape and see relationship between beauty and usefulness.

The Biology instructions have to contribute in many ways for the sound and harmonious development of the student. They should contribute to:-

- personal and social norms with reference to health, socialist ethics and morale, the safeguarding of human life up to the preparedness to defend the motherland, personal hygiene, tidiness and a healthy way of life.
- See the importance of the conservation of nature.

This panel derived its unit objectives from its specific objectives. Therefore, for illustration unit 1 is picked up and presented below.

OBJECTIVES FOR UNIT I

1. The students have to broaden their knowledge about cells and have to get introduced to the electron microscopic structure of cells.
2. They have to deepen the insight that cells, as units of structure and function, form the material basis for organisms. This has to contribute to the development of the materialistic world outlook.
3. They have to recognise that cells as the material basis of

living things constitute the major similarities and differences in terms of structures and functions between organisms.

4. They have to note similarities and differentes between plant and animal cells.

5. Students should be able to relate the structures within cells to certain functions which are related to basic living processes.

   Particular emphasis should be given to:
   - Processes of cells related to water uptake
   - chemical reaction in cells and the importance of enzymes in this process
   - the effect of internal and external environmental conditions like temperature, PH on enzyme activity.

6. The students have to get an impression that only with technical achievements by the invention of lenses and microscopes man was able to make small objects visible. In this connection the students should realize an interrelation between the technical development and the development of the cell theory.

7. They have to understand the use of models in obtaining scientific concepts and should be able to use those models to understand phenomena of the cell theory.

8. The students have to develop their skills in:
   - the proper use of the microscope
   - proper mounting of specimens
   - estimating the sizes of cells through the microscope
   - changing mounting media by irrigation
   - getting more experience in biological drawing
   - designing well controlled experiments
   - drawing conclusions from experiments and observations.

Mathematics

The purpose of this mathematics curriculum guide is to give conscise information for elementary (1-6) and secondary (7-12) school mathematics teachers of Ethiopia. Information pertaining to objectives of the instruction, content, period, distribution, methods, types of teaching aids and some aspects of evaluation are given. For a better , teaching and learning process, we advice teachers to read this guide carefully and translate it to reality.

As you all know our guide -line of Education is Education for production, scientific research and political consciousness. It is upon this guide-line that the mathematics objectives are set. Curriculum development is not static and in due course of time, we will do our level best to bring about second correlation between the objectives and the content. Content selection, however, wouldn't be based on the need of our country alone, but that of neighbouring countries and the world at large should be taken into account and the point is keeping the balance.

As teachers, we need to do all we can in making sure that our students grasp the right concept, that our student have efficient computational skills and that they know and practice problem solving techniques. It must be clear to all of us that if our students are poor in computation, then there is no wonder that our students would be doing poorly in physical and natural sciences as well as in any stream of productive technology. So it is emperative that students learn mathematics and use it with understanding.

In regard to developing socialist attitudes and morality, much can be said about it. Word problem can be used for this development. Appropriats date, which shall be helpful in teaching descriptive statistics, could be available from journals or newspaper which can be used for the same purpose. So we urge teachers to do all what they can in framing the word problems and date in relation to the morality of the working people: one for peace and the struggle for it; abolition of oppression and uncompromising attitudes towards the enemy; conscientions attitude to

labour; respect for the weak and aged; defence of the revolutionary mother land under the banner" Revolutionary Ethiopia or death" support of the people for national and social liberation etc.

In this guide the topic "evaluation is treated uncensively for the sake of clarity. How do one proceed from one conten to another or from one chapter to another? There might be one weak areas that he needs to patch up and he must detect the holes.

If he produced without remedial work, the next teaching-learning process would be deficient. The topics of mathematic could be regarded like a building block and if once block is weak, all the rest depending upon it are liable to crack and fall. So some means of finding weak spots must be there. A teacher also need to know whether the objectives are hit or not, and again there must be a means of assessing tense. And to these questions, we assume that the literature or "evaluation" in this guide would give an answer.

Lastly we stress that there is no point of teaching mathematics for its own sake. We teach mathematics to hit purposes that would benefit the society. We have a great responsibility in creating socialist youth and to achieve this a lot still has to be done.

Objectives

The Feudo-bourgeoisie system in Ethiopia made education an instrument to suit its economic and political interest at the expense of the Ethiopian masses. After the 1974 revolution, every effort is being made to fight off suppression and expolitation. Ethiopia is carrying out a National Democratic Revolution Programme and education is playing a big role to the fulfilment of this programme. Our education system is based on a Marxist- Leninist philosophy and has the task to develop personalities geared to type of knowledge and abilities capable of giving service and defending the on-going revolutionary social, economical and political movements. Mathematics being one of the descripline, it is within the frame work of the programme that its objective are set.

A. Mastery of Techniques and skills

1. To have knowledge and understanding of Mathematical process, fact, and concepts and compete with understanding, accurancy and efficiency.

2. To analyze , attack and solve problem.
   (i) To identify in a problem what is known and therby translating into mathematical terms.
   (ii) To prove and to be able disprove geometrical problems.

3. To gather (pertaining to social or otherwise) organize and interpret data by statistical methods.

4. To know the general problem solving techniques and use them to solve mathematical problems and real life problems as well.

5. To develop clearness and economy of though and expression.

B. Laying the Basis for Vocational Training and Higher training

6. To demonstrate mathematical utility and power in its interaction with other science, be it physical social or biological.

7. To give ample apportunity for exploration and practical purposes for Ethiopia be it physical or biological.

C. Developing Scientific Inquiry

8. To introduce mathematical logic: basic materialist logic as opposed to basic formal logic.

9. To understand to logical structure of mathematics and nature of proof.

10. To form general concept and think in the abstract and in symbols.

11. To recognize the limation of both deductive and inductive thinking.

D. Attidudes and Ideas

12. To have an attitude of open mindedness and verification of not taking things on trust, and of reliance on reason on tradition, authority or rumours.

13. To have an attitude of self confidence and taking responsibilities.

14. To develop habits of reading mathematical literatures.

15. To develop socialist attitudes and ideas.

As it is mentioned previously the specific objectives of some of the panels are presented as they are formulated in their respective syllabi. This is because the aim of this paper is to attempt and show a reduction of the normally broad and global national objectives of Ethiopia to more specific educational objectives. However some attempt will be made to evaluate their operationalization.

In general there is greater emphasis on goals or aims relating to social context, to more or less of systematic education of the child and the subject matter. There is agreement upon criteria of achievement to be applied. The objectives are expressed so as to be understood by the teacher. Their interpretation in operational terms are satisfactory. The adaptation encouraged and demanded from the teacher is fairly good. The intended class room practices and interactions, between teacher, pupil and materials are adequately conveyed to teachers. A lot of emphasis is placed upon getting a very good outcomes of Socialist all rounded developed personality.
The objectives of the specific subject areas are attainable satisfactory because to some extent they are stated crealy and supported by teacher guides. Besides this the teacher of each subject have been given work shop and orientation from time to time. It is thought that the attainment of the objectives will to some extent produce the expected outcome of knowledge, skill and attitudes.

Previously when dealing with important points of objectives, it has been recommended that particularly at the lower instructional level of making the objectives, they must be written in clear language and in terms which can be evoluated, i.e. in behavioural terms. Not only this. The use of action verbs such as explain, demonstrate etc rather than using verbs referring to mental states in the student such as appricate, understand etc were recommended. It was

also recommended that objectives should be worded in terms of the pupils rather than in terms of the teacher; and should refere to the specific contents to which the behaviour is to be applied.

In relation to our curriculum center, in general, stated specific objectives have included mostly an action verbs rather than verbs referring to mental states in the students.

For example a specific objective of mathematics states that the objectives of mathematics is to demonstrate mathematical utility and power in its interaction with other science, be it physical, social and biological. Also to some extent they have been written in clear language and in terms of observable behaviour. Almost all of them have been worden in terms of the pupils rather than in terms of the teacher. They refer to specific contents to which the behaviour is to be applied. They identify behaviour which can be seen in the student inferred from his reaction to his environment. For example a specific objective of agriculture states that the objectives of agricultural education both is Primary and secondary schools in to enable the student to develop

the ability to observe and study critically their environment.

Since most of the objectives have been stated clearly, they have facilitated the selection of relevant contents. To select a good content for an area of study one must start from the objectives in each area. He has to think about the experience on activities a child would be put through , to achieve the stated objectives of a given subject area. For example a specific objective of geography states that the objective of geography can be stated as enabling the students acquire geographical skills useful for practical life activities.

As mentioned previosly, once the general aims(goals) and objectives of an education system have been set up, the tasks of the curriculum developer is not only to formulate specific objectives or major objectives of subject matter area, he has to formulate specific instructional objectives for individual units or sub-units of the programme.[24] In connection to our curriculum center a great deal of efforts were made to link major objectives (specific objective) of the subject-matter with the national aims and objectives of our education system. This means each panel derived its specific objectives (major objectives) of its subject matter from the national aims and objectives of our education system. However when it come to specific or instructional objectives for each grade and unit, only few of the panel did this. This discripancies exist on the syllabi which are at present on operation. But when it comes to the syllabi of New general polytechnical education which will be operationalized in the coming years, specific or instructional objectives for each grade are formulated. This is a very encoraging curriculum development in our education system. However still in this new syllabi instructional objectives for each unit or sub-unit are missing . It is hopped that this problem will be solved before the implementation of the new syllabi. This means objectives from the national aim have to be formulated at various levels.

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24. Arieh lewy p.53.

There ought to be national objectives which closely linked with political policy and philosophy of our country. Within this framwork specific objective should be worked out for each subject, grade and unit of sub-unit.

In Nigeria each subject syllabuses are divided into modules, modules into units and each unit into a lesson or a number of lessons depending on the subject.[25] Using such kind strategy in Curriculum development is very essential. It facilitats curriculum implementation, provided a very good orientation to the teacher is given.

In relation to our curriculum development, although it may not be necessary to copy the Nigerian experience as it is, it is necessary to prepare objective for each unit. This will help us to implement our curriculum effectively and efficiently.

To achieve the aimed objective fully and effectively a unified system of structuring objectives up to unit or sub-unit level in essential. Formulating only major objectives or specific objective of the subject areas is not enough.

With the formation of objectives, some panels included method of teaching and selection of contents. Some formulated the objectives, in the form of paragraphs while other used number or hyphen. In general there is lack of uniformity in formulating of objectives. Therefore, it is recommended to have a uniform system of formulating of objectives. Sometimes objectives may be formulated in problem or project areas. However in our case all of the panels formulated the objectives in subject matter areas. Therefore, there will be no problem for formulating in a unified system of structuring the objectives.

In general, in thinking about contents in curriculum design, they must be broken into smaller topics which can be spread through the educational grade. In breaking subjects into teachable units, curriculum experts & other educationist

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25. Arieh Lewy p. 42.

argue that one should use basic organizing concepts and ideas in each area of the subject.

In relation to our curriculum centre, despite the problem of not having by some panels instructional objectives for each grade and for each unit, the identification of specific contents of panel is fairly good.

Specially the validity, the significance, the balance between the breath and depth of the subject and its co-retation with the socio-cultural realities of the time and our nation is good enough. The trial to have a good continuity sequence and integration is also encouraging one. However, this does not mean that they are completely without any problem. A lot of ellaboration, revision and development of the content is needed.

In this paper review of the literature is not treated separtely. Because the important sources of the paper are given in the foot notes.

CHAPTER TWO

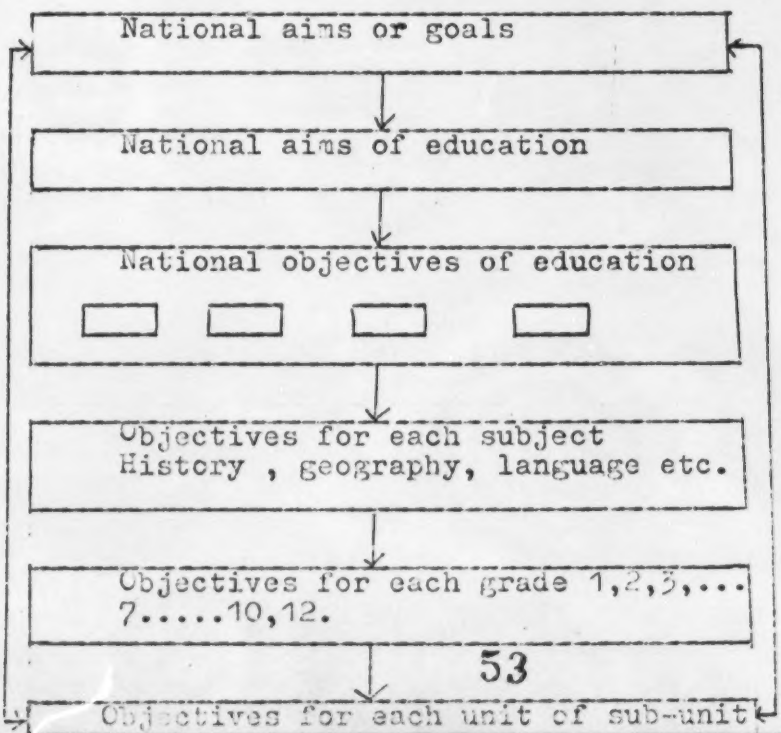
Frndings and Conclusions

To have a suitable and relevant curriculum , establishing national aims and objectives is enveitable. Unfortunately very few people realise what a very long and complex operation this , entails. In most countries, except developed socialist countries, different sections of the community the politicians, the educationalists and the parents often have very different views of education. The curriculum planners are faced with the necessity, if not of reconcling those view, at any rate of trying to bring them closer together.

Objectives from the national aims have to be framed at various levels. There must be national objectives closely linked with political policy and philosophy of a country. Within this framework objectives must be worked out for each level of education and for each subject, for each grade and for each unit or sub-unit.

After reaching to the students through teaching materials, the knowledge, abilities , skills attitudes obtained from education must make the students productive citizens. Their productivity in return must contribute to the enhancement of the national aims or gools, while they are in school our out of the school under the prenciple of life-long education.

The following diagramme illustrate the above points.


National aims or goals
National aims of education
National objectives of education
Objectives for each subject
History , geography, language etc.
Objectives for each grade 1,2,3,...
7.....10,12.
Objectives for each unit of sub-unit

Structuring school learning in the subject-matter area, in the manner discussed above is a convèninent practice. Ho ever some times it could be adjusted to problem areas. performance projects, and so forth.

In relation to our curriculum center here in Ethiopia specific objectives or major objectives of each subject-matter, having linkage with national educational aims and objectives, are formulated. However, when it comes to specific objectives of each level say elementary and secondary, each grade and unit, only few panels performed these tasks. From the few who formulated these objectives some formulated them in teacher's guide. It is true, as mentioned above, specific objectives could be formulated in problem areas, however it is preferable to formulate them in subjectmatter areas. Most of the panel members who formulated the specific objectives from national aims and objectives of education up to unit level are persons who are trained in the field of curriculum, in addition to their specialized fields of study. Those panels who formulated only major objective, having linkage with national aims and objectives are trained only in their special field of study and did not get chance of study in the field of Curriculum. Therefore to be a curriculum developer, a person must be both subject and curriculum specialist The more a man becames a subject and curriculum specialist, the better he will be a curriculum developer.

In relation to the balance of the cognitive, affective and sychomotor (knowledge, conviction, ability) domain in general the congnitive domain has got the highest percentage. Therefore more attention should be given to the affective and psychomotor domain.

Although objectives before the revolution were implecitely formulated in the interest of the ruling class of the old-regime, when one looks in the curriculum of the old regime he can get only lists of contents without specific objectives of the subject matter. From this one can conclude that the systematic formulation or a trial to systematic formulation of educational objectives of ethiopia is a result of the popular revolution.

After the eruption of this revolution, revolutionary Ethiopia defined its clear national aims of education in its National democratic revolution which is a comprehensive guide line of political, economic and social goals or aims of the nation. On these national goals or aims of Ethiopia a section which deals with education is a fundamental source for the formulation of national educational objectives and specific or major objectives and other instructional objectives of each subject. From this one can conclude that scientific educational aims and objectives can be formulated in a country where exploitation of man by man is eradicated. Any capitalist system may claim that its objectives are formulated on the basis of the interest of the whole people. Most of them state in their general aims of education that education must"allow equal opportunity for all children,....." increase the mean level of achievement." encourage social integration etc.[26] But this is untrue. The objectives of any capitalist system are based on the interest of the capitalists and their states which are their instruments of exploitation of the working class. Contrary to these the educational aims and objectives of any socialist system is based on the interest and needs of the working class and all other working people.

For example the aims and objectives of German Democratic republic have been stated as follows:

> "The development of the education system and the school in German Democratic Republic was and is closely related to the total social development of Socialism in the GDR. The decisive aims and tasks of education arose from the demands of every stage in the developments of socialism and the realisation of these aims played a major part in the constant perfecting of the socialist means of production and of the socialist way of life of the people. In this we must always be led by the recognition that securing a high level of education for all children and their education in the sprit of scientific ideology and morality of the working class is a necessity and an unalterable element in the socialist revolution.[27]

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26. Arieh Lem p.28

27. Vilith, International Educational colony Ministry of Education and Commission for UNESCO of the German Democratic Republic", (Berlin capital of the G.D.R. April 1th, 1979)p.8.

In another book the objectives of education of the German Democratic republic has been stated as fallows.

> "Matured socio-economic conditions, the consolidation of the workers" and framers' state and the leading role of the working-class party antitled the delegates to the SED's 2nd party congress in 1952 to decide to go a head with systematically creating the conditions for socialism, The political and economic requirements of this process led to qualitatively higher, far reaching tasks for the development of education.
>
> For the first time, the leadership of the SED presented schools in the GDR with a Socialist objectives in education derived in its concrete details from previous tasks and the results that had been achieved, and from political and economic demands of building socialism. These objectives included the task of developing young people's personality as broadly as possible so that they would be able and ready to construct Socialism and to defend the achievements of working people to the end.[28]

Therefore understanding the question of <u>class interest and needs is very important for curriculum developers.</u>

One of the descive problems of our curriculum center for not having a uniform system of formulating the specific objective of each level, grade and unit, is that there is a very little <u>communication between members of different panels</u>.

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28. Central editor: Panaroma DDR, The development of a Socialist education system in the GDR. (German Democratic Republic, Dresden, ZENTRIMBILD, 1977), p.33.

This lack of communication has became one of the most important obstacles for exchange of ideas, experiences etc, with each other, Since education in general , and curriculum development in particular needs exchange of ideas, experiences and discussion each panel has to create communication with all panels in general and with related panels in particular.

The change of education in general and curriculum development in particular can not be accomplished in a month and even a year. In a country which carried on a social change a fandomental change from one system to the other, the mentioned change is even more difficult. Despite this, the effort done by the curriculum developers and experts of Ethiopia is very good. In particular the formation of specific objectives and other instructional objectives from broad national aims and objectives of Ethiopia since 1980 are more scientific and systematic. Therefore, it is happed that this effort will contnues vigoreosely and steadily.

Most of the panels tried their best to translate the aims and objectives in the text-book and teachers-guides. They have tried and are still trying teaching in all subjects to be based on Marxism-Leninism.[29] Some people say that certain subject such as sciences and mathematic can not be based on Marxism-Leninism. This is not true.

Although some topics or even chapters can not be based on Marxism-Leninism, and can be treated only on the basis of pure subject-matter, there are some important topics and even chapter which can be treated from the Marxist-Leninist point of view. For example the following chapter on Mathematics can be a good illustration.

> "CHAPTER I. Sets,1.1. Motivation, Before we start with revolution work of set theory, let us start this chapter with some motivational work of using sets in everydaylife, especially in the Ethiopian objective situation now.
>
> Set being a collection of objects or a group of things that could be observed objectively or thought of,

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29. The development of socialist education system in GDR, p.32.p.3.

can be applied in different situations to different things. We can think of the Ethiopian people in different political or Mass Organizations, and in different ideological camps as sets. The set of urban dewelers association, the set of farmers' association, the set of political organizations, like F.D.U; EPRP; MEISON; ECHAT; WEZILEAG; MALERID; ABIOTAWI SEDED and EMALEDIH etc. are some of the organizations, that have mashroomed after the revolution. These organizations themselves are divided into two different major stats or organizations. They either belong to the set of revolutionary organizations or to the set of reactionary and anti revolutionary organizations.

Discuss the following question with your teacher or class mates or present the question to a discussion forum and find out the right answer.

What are the elements of the set of revolutionary organizations? What are the elements of the set of anti-revolutionary or reactionary organizations in Ethiopia since the revolution started?

You can also think of the set of people in your town or village or city as members of different sets of political organization or mass organizations. Each person including your self is either a member of a revolutionary or anti revolutionary organization or member of a mass organization.

We can also say that the set of anti-revolutionaries in your town is a subset of the set of anti-revolutionaries in Ethiopia. The set of revolutionaries in your town or village is a subset of the set of revolutionaries in Ethiopia. You are a member of the set of revolutionaries or anti-revolutionaries in your town or village. The set of opportunities is also a subset of the set of anti-revolutionaries.

We can further say that the set of anti-revolutionaries in your town is a proper subset of the set

of anti-revolutionaries in Ethiopia and the set of revolutionaries in your town is a proper subset of the set of revolutionaries in Ethiopia.

Is there a common element for the sets of revolutionaries in Ethiopia and anti-revolutionaries in Ethiopia? There cannot be an element or a person who at the same time is revolutionary and anti-revolutionary at a given moment. Therefore there cannot be a common element for both sets. We say them intersection since they have no common elements. These two sets are also called disjoint stes.

You recall that all classes have respective international connections and unity . They set of reactionary peoples of Ethiopia is a subset of the set of all reactionary peoples in the world. Like wise the set of revolutionary peoples of Ethiopia is a subset of the set of all revolutionary peoples in the world.
These two sets are disjoint sets.

"Workers" of all countries unite together you have nothing to lose except your chains" said, Marx.

What did he mean? Can you express this in the language of set theory? The set of all workers are exploited by the set of all capitalists. The set of international workers are exploited by the set of international exploiters. The set of international workers have to fight against the set of international exploiters. In the stage of imperialism, the set of workers of each country have to fight against their national bourgeois and the set of imperialism. The set material and moral exploitation, ill health,illiteracy etc are the chains of workers.

When Marx said workers Unite! mathematically he was forming a set with more number of members than he already had i.e. Union of sets. The union of sets of workers of each country forms international workers. The union of the sets of exploiters of each country forms the international exploiters." [30]

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30. Takle Ayano, Mathematics Secondary Three Grade 9, (Addis Ababa, Educational Material production and Distribution Agency, 1980,p.1-10.

Another item which have been treated from the Marxist-Leninist point of view in geography text-book is presented below.

"Everything in the universe does not exist in isolation. There is always a connection between things. This is one of the laws of dialectics. In the same way, there is relation of connection between the different regions. We call this relationship interdependence. This means one region cannot exist all by itself. It depends on other regions and the other regions also depend on it. What happens in one region affects other and vice-versa. Let us take two examples to explain this interdependence between regions.

(1) Economic Relations. Today every region or country is economically tied to every other region or country in the world. We have seen that different regions produce different goods. What are produced in one region may not be produced in the other. These goods are therefore exchanged through trade. For example the tropical region produces minerals and agricultural products. The temperate zone produces manufactured goods. There is , therefore, an exchange of products between the two regions. But as we can see, the present world trade between regions benefits much only those regions that produce manufactured goods. This is because the price of manufactured goods is much higher than that of raw materials. Certainly, the price for both products cannot be the same. But it can be made to benefit both regions. If this happens, then there is an international division of labour which fulfills each other's needs and mutual economic inter-dependence. Mutual economic interdependence can exist only among Socialist countries.

2. Political Relations. The world is divided into two political groups. These are the capitalist group and the socialist group. Every ruling class in the capitalist countries, gets strength from other ruling classes in other capitalist countries. It also becomes weak if the other ruling classes become weak. This means all ruling classes in all

capitalist countries have the same interest. The weakness of one is the weakness of all the others. The strength of one is also the strength of the others. That is why they work together in putting down progressive movements in all countries.

At the same time the socialist and progressive movements in every country must get strength and support from brother movements in other countries. This is because the weakness or strength of one is the strength or weakness of the international socialist movement. That is why we see cooperation between the progressive movements in the developing countries and those countries that have reached socialist stage.

From the above two examples we can learn one important fact. That is , world has become almost one. What happens in one part affects all other parts. No part can exis alone. If this is the situation today, what should be done so that the world will be a place where everyone will live equally and peacefully? We shall answer this question with the help of the facts and information we learned in the sample regions.

We have learned that all regions are not in the same level of economic development. Some are more developed than others. For example the regions of the temperate zone are much more developed than those of the tropical and friged zones. This also means that the standard of living of the people of the temperate regions is higher than those of the other regions. For example there are primitive peoples in the tropical and frigid zones who spend most of their time in getting food. But the people of the developed regions have extra time to do other activities. This is because the productive

forces are more developed in the temperate regions than in the other regions. This means the people in the temperate regions can produce the things they need in great quantity and quality in short time.

Another fact we should remember is that there are different social systems in all the regions. There is no geographical region that is only capitalist or socialist. In the capitalist countries the means of production are privately owned. This means there is exploitation of man by man in those countries. For example in the developed capitalist countries the capitalists and managers who do not take part in actual work, live on the labour of the workers. They are rich and live a high standard of living. They have everything. But the working people do not get what they should. In fact some of them live in poverty. This is also true in all capitalist countries. In socialist countries the means of production are social property. What is socially produced is used for the benefit of the whole society.

Science and technology have greatly increased total production. This has resulted in high standard of living. But we have said before, that this high standard of living was not the same to all social classes and to all countries of the world. This must be corrected. It can be corrected only in one way. That is, by making the means of production a social property. For example in the capitalist countries of the temperate regions science and technology are highly developed. But they are not used for the benefit of the whole society. Therefore, by making the means of production a social property, the greatest industrial and financial resources of the temperate zone can help develop other regions. The scientific and new techniques of production of the developed countries must also be used in the less developed regions. This will help the people of those regions to get basic material needs easily. They will not spend much time and effort.

All progressive forces must, therefore, work together to end exploitation of man by man and region by region of the earth for the benefit of all mankind. Man will then no longer need to sell his [illegible]

himself alive."[31]

A lot of such examples from Social and other natural science with their class approach to text-book and teacher's guide writting can be mentiond.

Marxist-Leninist and international approach to curriculum are competable. Therefore curriculum development should have international understanding because education is the concern of the whole international society, Schools, the family, children's and the youth organization, factories and other social institutions. These institutions are obliged to participate within the schope of their specific means and competence in the works of education and instruction.[32]

That is why the education of school students for international understanding, peace, disarmament and respect for human rights takes place both in formal and nonformal educational activities in democratic states of the world as well as that of Ethiopia which is striving to build socialism- a system of true peace and equality.

A country like Ethiopia which strives to build socialism must ensure that all the national aims and objectives of education directly or indirectly flow and cross across right through all materials such as syllabi, text-book and teachers-guides written for school community. This is not enough. It must ensure that the students must contribute their shares in enhancing the fulfilment of national aims or goals acquiring socialist conscousness and international understanding, after obtaining or on the process of obtaining necessary knowledge, ability and conviction.

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